# DOCTORAL PROGRAM

# HANDBOOK

Departmentof

Curriculum&Instruction

Illinois State

University



Illinois State University is an equal opportunity

Affirmative action institution

(DRAFT---Current version 4 15 2010)

# Program Rationale

The College of Education at Illinois State University historically has assumed significant responsibility for the preparation of professional educators at all levels. The Department of Curriculum and Instruction has a strong reputation for preparing undergraduates for initial teaching positions, for graduate programs that improve the teacher's knowledge and skills, and for advanced degree programs that prepare leaders for the field of teacher education.

The Doctorate in Education (Ed.D) offered by the Department of Curriculum and Instruction responds to the need to prepare practitioner leaders to serve better in a variety of educational leadership positions. The program focus is on preparing professionals for leadership roles in the initial preparation of teachers, on-going professional development of licensed teachers as well as positions centered on policy, practices, and research of teacher education.

The education of future teachers who can respond to increased classroom diversity, higher expectations for promoting student learning, and opportunities to use new educational technologies is a significant challenge to faculty and staff in schools of education. Teacher educators must be able to offer programs that meet accrediting agency standards and legislative mandates, as well as develop new programs that serve as models for professional education.

There is a pressing need to prepare knowledgeable teacher education curriculum specialists to fill leadership roles in educational reform efforts at the school, college, and university level. The development and implementation of learning standards at all levels of education creates a demand for professionals who can assume leadership on curriculum revision projects and provide evaluation services to assess the effectiveness of teacher educational reform efforts.

As a practitioner's degree, the Ed.D, in Curriculum and Instruction takes into consideration the student's expectations for future employment in leadership roles. Graduates hold responsible positions as curriculum specialists, community and four-year college and university instructors, teacher educators, academic administrators, and instructional specialists in government, business, and industry. Organizations, such as universities, community colleges, state boards of education, regional offices of education, curriculum centers, accrediting bodies, and professional development and publishing companies seek individuals with the preparation attained in this program.

Program Standards and Performance Indicators

Students in the Doctoral Program in Curriculum and Instruction engage in course work and other experiences so they may demonstrate the advanced knowledge and skills required to:

* Design curriculum, instruction, and assessment in appropriate educational contexts;
* Study complex problems within those educational contexts through research and reflective practice;
* Analyze contemporary issues related to teacher education from multiple perspectives; and
* Provide responsible leadership in professional teacher education.

*Program Standards and Performance Indicators*

*Research and Scholarship*

Candidates systematically examine trends, issues, theories, and/or policies that have or will impact teacher education. Candidates engage in written and verbal interaction to expand the knowledge based related to teacher education and/or curriculum and instruction. This interaction includes: critically interpreting scholarly works; designing research methodology and collecting data; analyzing and synthesizing research; and understanding research integrity and responsibility. Candidates demonstrate ability to work both individually and with others, contributing to a learning community through shared problem solving and decision making.

*Curriculum*

Candidates understand curriculum design and theory which includes the following processes: critically examining principles of curriculum within socio-cultural, historical, and political frameworks; designing and evaluating curricula; analyzing and comparing curricula; and relating assessment strategies to curricular theoretical foundations.

*Instruction*

Candidates articulate and critically examine principles of instruction and related technology issues by: relating instructional methods to curricular understandings; designing and evaluating instructional strategies; applying technology consistently with diverse pedagogies; and analyzing and understanding diverse assessment strategies in the evaluation of teaching.

*Diversity*

Candidates identify, comprehend, and analyze issues of diversity and equity in P-12 and higher education through processes which include but are not limited to the following: critiquing bias and underrepresentation in literature; investigating traditionally underserved and/or marginalized students and communities; and applying nontraditional understandings of diversity to scholarship, teaching and community.

The alignment of Program Standard Performance Indicators by Core course is presented below. Assessment descriptions for the performance indicators and the associated rubrics for reviewing assessments are presented in the appendix.

*Standard 1- Research and Scholarship*

Candidates systematically examine trends, issues, theories, and/or policies that have or will impact teacher education. Candidates engage in written and verbal interaction to expand the knowledge based related to teacher education and/or curriculum and instruction. This interaction includes: critically interpreting scholarly works; designing research methodology and collecting data; analyzing and synthesizing research; and understanding research integrity and responsibility. Candidates demonstrate ability to work both individually and with others, contributing to a learning community through shared problem solving and decision making.

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| **Standard 1 – Performance Indicators:** | **C & I**  **501** | **C & I**  **562** | **C & I**  **575** | **C & I**  **576** | **C & I**  **407** | **C & I**  **580** | **C&I 500 or**  **C&I 598\*** | **Disser-tation\*** |
| **1-1:** Candidate systematically examines trends, issues, theories, and/or policies that have or will impact teacher education. | **Obj 2** | **Obj**  **1, 3, 5, 6, \***  **Obj 1, 2, 4, 5 \*\*** |  |  |  |  | **√** | **√** |
| **1-2:**  Candidate engages in written and verbal interaction to expand the knowledge base related to teacher education and/or curriculum and instruction. | **Obj 4-8** |  | **Obj 7** | **Obj**  **1, 2, 5 \*\*\*** | **Obj 6** |  | **√** | **√** |
| **1-3:**  Candidate critically interprets scholarly works. |  | **Obj 1 \*** | **Obj 6** | **Obj 4 \*\*\*** | **Obj 2** |  | **√** | **√** |
| **1-4:**  Candidate designs research methodology. |  |  | **Obj**  **1-3, 8, 9** |  |  |  | **√** | **√** |
| **1-5:**  Candidate understands and practices research integrity and responsibility. | **Obj 3, 9** |  | **Obj**  **3** |  |  |  | **√** | **√** |
| **1-6:** Candidate analyzes and manipulates data and synthesizes research findings**.** | **Obj 1** | **Obj 4 \***  **Obj 3 \*\*** | **Obj**  **4, 5** |  |  |  | **√** | **√** |
| **1-7:** Candidates demonstrate ability to produce scholarly outcomes (manuscripts submissions, presentation proposals, and/or grant proposals) individually and collaboratively. Via 598 or500 |  |  |  |  |  |  | **√** | **√** |

*Standard 2 - Curriculum*

Candidates understand curriculum design and theory which includes the following processes: critically examining principles of curriculum within socio-cultural, historical, and political frameworks; designing and evaluating curricula; analyzing and comparing curricula; and relating assessment strategies to curricular theoretical foundations.

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| **Standard 2 – Performance Indicators:** | **C & I**  **501** | **C & I**  **562** | **C & I**  **575** | **C & I**  **576** | **C & I**  **407** | **C & I**  **580** | **C&I 500 or**  **C&I 598\*** | **Disser-tation\*** |
| **2-1:**  Candidate understands curriculum design and theory. |  |  |  | **Obj 1** |  |  | **√** | **√** |
| **2-2:** Candidate critically examines principles of curriculum within socio-cultural, historical, and political frameworks. |  | **Obj 1 \*** |  | **Obj 2** |  |  | **√** | **√** |
| **2-3:** Candidate designs and evaluates curricula. |  | **Obj 3 \*\*** |  | **Obj 3** |  |  | **√** | **√** |
| **2-4:** Candidate analyzes and compares curricula. |  |  |  | **Obj 4** |  |  | **√** | **√** |
| **2.5:** Candidate relates assessment strategies to curricular theoretical foundations. |  |  |  | **Obj 5** |  |  | **√** | **√** |

*Standard 3- Instruction*

Candidates articulate and critically examine principles of instruction and related technology issues by: relating instructional methods to curricular understandings; designing and evaluating instructional strategies; applying technology consistently with diverse pedagogies; and analyzing and understanding diverse assessment strategies in the evaluation of teaching.

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| **Standard 3 – Performance Indicators** | **C&I 501** | **C&I 562** | **C&I 575** | **C&I 576** | **C&I 407** | **C&I 580** | **C&I 500**  **or**  **C&I 598\*** | **Disser-tation\*** |
| **3-1:** Candidate articulates and critically examines principles of instruction and related technology. |  |  |  |  | **Obj 1-4** |  | **√** | **√** |
| **3-2:** Candidate relates instructional methods to curricular understandings. |  |  |  |  | **Obj 5** |  | **√** | **√** |
| **3-3:** Candidate designs and evaluates instructional strategies. |  |  |  |  | **Obj 5** |  | **√** | **√** |
| **3-4:** Candidate applies technology consistently to diverse pedagogies. |  |  |  |  | Obj 4 |  | **√** | **√** |
| **3-5:** Candidate analyzes and understands diverse assessment strategies in the evaluation of teaching. |  |  |  |  | **Obj 4** |  | **√** | **√** |

*Standard 4- Diversity*

Candidates identify, comprehend, and analyze issues of diversity and equity in P-12 and higher education through processes which include but are not limited to the following: critiquing bias and underrepresentation in literature; investigating traditionally underserved and/or marginalized students and communities; and applying nontraditional understandings of diversity to scholarship, teaching and community.

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| **Standard 4 – Performance Indicators** | **C & I**  **501** | **C & I**  **562** | **C & I**  **575** | **C & I**  **576** | **C & I**  **407** | **C & I**  **580** | **C&I 500 or**  **C&I 598\*** | **Disser-tation\*** |
| **4.1** Candidate identifies, comprehends, and analyzes issues of diversity and equity in P-12 and higher education. |  |  |  |  |  | **Obj 1-3, 5, 7** | **√** | **√** |
| **4.2** Candidate critiques bias and underrepresentation in research literature. |  | **Obj 2 \*** |  |  |  | **Obj 4** | **√** | **√** |
| **4.3** Candidate investigates traditionally underserved and/or marginalized students and communities. |  |  |  |  |  | **Obj 5, 6** | **√** | **√** |
| **4.4** Candidate applies nontraditional understandings of diversity to scholarship, teaching and community. |  |  |  |  |  | **Obj 3, 6, 8** | **√** | **√** |

\*For C&I 500, 598, and 599, doctoral students will likely address many of the Program Standard Performance Indicators in an individualized manner in consultation with their faculty advisor or dissertation committee chairperson. The check mark indicates this possibility.

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Cells in the Program Standards Performance Indicator alignment presented above show course objectives for different versions of course syllabi. These are denoted as follows: \*=Dr. T. Lucey; \*\*=Dr. T. Haynes; \*\*\*=Dr. C. Phister

##### Admission Criteria

Admission to the Doctoral Program will be based on a collection of information including the following:

* Graduate Record Examination score,
* Master's degree or its equivalent, the grade point average in a graduate degree program,
* An academic writing sample,
* Three letters of recommendation,
* Professional experience -Three years of teaching experience in a school (PK-12) setting. If applicant does not have the exact level or type of professional experience, they may write an explanatory note regarding their professional experience and how this experience relates to the admission criteria and the program’s standards.
* Statement of professional goals.
* A *Test of English as a Foreign Language* score or International English Language Testing System (IELTS) is required of an applicant for whom English is a second language.

The criteria for program admission are presented below. ***If any of the components fall below the stated criterion, the applicant should provide a written statement describing the reasons why the application should be accepted despite not meeting the criterion.*** The statement should contain information about exhibited ability in scholarly work, outstanding career accomplishments, and/or recognition in the field of study.

Criteria for admission in the Curriculum and Instruction Doctoral Program are the following:

* A combined verbal and quantitative Graduate Record Exam Score of 1000.
* A Master's degree or its equivalent.
* Three years of acceptable professional education experience beyond graduate assistantships. Three years of teaching experience in a school (PK-12) setting. If applicant does not have the exact level or type of professional experience, they may write an explanatory note regarding their professional experience and how this experience relates to the admission criteria and the program’s standards.”
* A graduate grade point average of at least a B (3.0 based on a 4.0 scale).
* Three positive letters of recommendation from persons who know the applicant in a professional capacity. These recommendations should document academic ability and professional performance. At least one of these recommendations should be from a person in a position to comment specifically on the applicant’s ability to undertake advanced academic study.
* A Professional Goals Statement of at least two pages that articulates well-defined professional goals. This goals statement should contain specific reasons that explain why study in the Curriculum and Instruction doctoral program would help meet those goals. Applicants should make connections to the Program Standards in their Goals Statement.
* An academic writing sample such as:
* A single-author published article or conference paper completed within the last five years.
* A representative paper from graduate course work completed within the last five years.
* A critical review (not less than three pages) of representative professional literature on a topic of interest.
* A critical analysis (not less than three pages) of a journal article on a topic of interest.
* A chapter or relevant section of a thesis.
* If applicable, a *Test of English as a Foreign Language* score of 79 on the Internet-based exam, 230 on the Computer-based exam, or 550 on the Paper-based exam. Exceptions may be made if the applicant has completed a graduate degree at a college or university in the United States. Or, applicants may complete the International; English Language Testing System (EILTS) exam and score a minimum overall band score of 6.5.

#### Application Process

The following admission materials are to be completed and submitted electronically through the Graduate Admissions Office web site@ <http://www.admissions.ilstu.edu/graduate/>. These materials will be made available electronically to the departmental Doctoral Admissions Screening Committee when the file is complete.

* The Graduate Admission Application
* An official copy of the applicant's Graduate Record Examination (GRE) scores.
* Official transcripts from each college or university attended (other than Illinois State) sent directly to the Admissions Office from those institutions.
* If applicable, the results of the English usage aptitude test of the *Test of English as a Foreign Language* (TOEFL) or the International English Language Testing System (EILTS) exam.
* A professional resume that includes the following information:
* Name, address, phone numbers, e-mail address
* Current position, name and address of employer
* Formal education
* Professional experiences
* Academic achievements and honors, (e.g., honors, assistantships, or other recognition)
* Research and writing not required for courses or degrees
* broadening experiences, (e.g., non-professional employment, military leadership, travel, other activities)
* The Professional Goals Statement
* The academic writing sample
* The following materials are to be sent to the C&I Doctoral Program Coordinator Department of Curriculum and Instruction, Campus Box 5330, Illinois State University, Normal, IL 61790 – 5330
* The three letters of recommendation

A student denied admission may reapply. Admission materials (including transcripts) are retained in Graduate Admissions Office for one year. Letters of recommendation, and any other materials sent directly to the C&I Doctoral Program are also kept in the application file by the Department of Curriculum and Instruction. To reapply, a new graduate admission application must be filed with the Graduate Admissions Office and other new supportive materials sent to the Graduate Admission Office or the C&I Graduate Secretary as described above.

## Faculty Advisor

Upon admission, students will be asked to indicate their initial area of interest or a specific faculty member as an advisor. Based on this, the student will be assigned a Faculty Advisor that has similar expertise as the area of interest. The Faculty Advisor will advise the student through the doctoral program process, including the plan of study, coordination of the area of concentration, design of the Professional Practice experience, and meeting the scholarly development requirement. The Faculty Advisor will serve in that capacity until a dissertation committee Chairperson is selected.

Before meeting with the Faculty Advisor for the first time the student should be prepared to discuss:

* Professional plans and how the degree applies to those plans
* Timeline for completion of the degree
* Special interests that might be enhanced by the area of concentration coursework

Plan of Study

The formal plan of study required by the Graduate School lists all of the courses the student will take in the program including Core, Educational Foundations, Area of Concentration, and Research courses. The Plan of Study is available in this document and also from the Doctoral Program Coordinator or Administrative Assistant.

The student will work closely with the Faculty Advisor during the formation of the plan of study. The Faculty Advisor may also ask the student to meet with other C&I faculty members or faculty from other university departments to assist in the planning process. In the semester prior to the completion of the program, the student must work with the Faculty Advisor, Dissertation Committee Chairperson, Doctoral Program Coordinator, and the Graduate School to have the Plan of Study Audit (PoSA) approved. This is completed on-line and can be accessed at: <http://www.grad.ilstu.edu/plans/>.

The student completes the PoSA and then submits it as an attachment to an email sent this to the Doctoral Program Coordinator. Upon submission, the plan is reviewed. Adjustments may be needed for transfer courses, length of time to degree completion, and other issues. Once any issues have been addressed, the Doctoral Program Coordinator will submit the PoSA electronically to the Graduate School for review and approval. Once approved, the student will receive an email message with the attached approved PoSA. The program keeps a copy of the approved PoSA.

## Program Requirements

Doctoral students will be expected to complete a minimum of 51 semester hours of course work plus a dissertation (15 semester hours). Students entering the program with identified course-related deficiencies will be required to complete appropriate course work at a pre-doctoral level, before enrolling for doctoral level courses. Any deficiency courses taken by the student will not be counted toward the degree program. Courses taken for another degree or licensure certificate will not be counted toward the doctoral degree program.

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| **Ed.D Program in Curriculum and Instruction & Teacher Education**  **51 semester hours of coursework, a comprehensive examination, and 15 dissertation hours.** | |
| **Program Core**  **15 Hours** | C&I 501 – Introduction to Doctoral Scholarship – (3 hrs)—**new course**  C&I 562 – Foundations of Teacher Education (3 hrs)  C&I 576– Contemporary Curriculum Theory (3 hrs)  C&I 407 – Learning in Educational Settings (3 hrs)—existing course added to Core  C&I 580 – Critical Studies in Diversity and Education (3 hrs)---**new course** |
| **Area of Concentration**  **15 Hours** | A student, in consultation with an advisor, will take 15 hours of coursework that will inform the candidate’s educational and professional goals. Coursework can include but may not be limited to the following areas: literacy, science, social studies, early childhood, middle level, secondary, education technology, supervision of instruction, and assessment. It is highly recommended that students complete at least one if not two independent studies (of three semester hours each) in support of faculty research projects. This is to provide meaningful research apprenticeship experiences before conducting the dissertation. In addition, it is recommended that students complete a three semester hour independent study under the direction of the dissertation chairperson before their Comprehensive Examination. Further, the area of concentration might include an additional 3 hours of Professional Practice if this is deemed advantageous for the student by the advisor. |
| **Educational Foundations**  **6 Hours** | A student will complete 6 hours graduate credit, in consultation with the advisor, from psychology, EAF, English, sociology, and/or other departments. |
| **Research Courses**  **12 Hours** | 3 Hours Quantitative Research (EAF 508)  3 Hours Qualitative Research (EAF 415)  3 Additional Hours Research Methods (EAF 509, 510, 515, or other appropriate research methods courses from SED or other departments)  3 Hours Research Design (C&I 575Pre-Req EAF 508 & 415) |
| **Professional Practice**  **3 Hours** | A student is expected to complete a Professional Practice experience that bears directly upon their area of concentration, is related to teacher education, and/or research. The Professional Practice experience is developed in consultation of their advisor and it blends with the student's career plans. The Professional Practice experience is to be integrated fully into the student's sequence of experiences. A Professional Practice experience in conducting research with a faculty member is highly regarded. The Professional Practice is completed before Comprehensive Examination |
| **Dissertation**  **15 Hours** | A student is expected to complete a dissertation in his/her area of specialization as a means of integrating theoretical and practical concerns. The dissertation for the Ed.D. in Curriculum and Instruction involves collection and analysis of data in relation to an educational problem or issue. |

*Professional Practice*

Overview: Goals and Program Standards

The purpose of these guidelines is to assist faculty and students in designing, implementing, and administering meaningful professional practice projects.

The goals of the doctoral level professional practice (C&I 598 – Professional Practice) are to:

1. Provide an opportunity to broaden the doctoral student’s experiences by exposing him or her to projects that extend program learning.
2. Emphasize the integration of substantive materials from the academic areas with the actual performance expected of professionals in the field.
3. Provide the opportunity to apply relevant ideas learned in course work.
4. Build the student’s repertoire of skills in ways that can enhance professional placement after graduation.
5. Provide the opportunity to take on new responsibilities.
6. Enable cooperating agencies and organizations to benefit from the students’ special talents and background thus enhancing the reputation of the student and the university.

Specifically, the professional practice project needs to directly address one or more of the following program standards:

Research and Scholarship

Candidates systematically examine trends, issues, theories, and/or policies that have or will impact teacher education. Candidates engage in written and verbal interaction to expand the knowledge base related to teacher education and/or curriculum and instruction. This interaction includes: critically interpreting scholarly works; designing research methodology and collecting data; analyzing and synthesizing research; and understanding research integrity and responsibility. Candidates demonstrate ability to work both individually and with others, contributing to a learning community through shared problem solving and decision making.

Curriculum

Candidates understand curriculum design and theory which includes the following processes: critically examining principles of curriculum within socio-cultural, historical, and political frameworks; designing and evaluating curricula; analyzing and comparing curricula; and relating assessment strategies to curricular theoretical foundations.

Instruction

Candidates articulate and critically examine principles of instruction and related technology issues by: relating instructional methods to curricular understandings; designing and evaluating instructional strategies; applying technology consistently with diverse pedagogies; and analyzing and understanding diverse assessment strategies in the evaluation of teaching.

Diversity

Candidates identify, comprehend, and analyze issues of diversity and equity in P-12 and higher education through processes which include but are not limited to the following: critiquing bias and underrepresentation in literature; investigating issues related to traditionally underserved and/or marginalized students and communities; and applying nontraditional and diverse perspectives to scholarship and teaching.

Professional Practice Process

The major responsibility for developing a professional practice project belongs to the student. Each doctoral student should meet with his or her advisor or dissertation committee chairperson well in advance of the actual professional practice project dates in order to discuss his or her plan. This discussion should include specifics such as:

* Who will serve as the mentor/professional?
* What activities will comprise the professional practice project?
* What program standards and expected outcomes will be addressed?
* How much time will be spent in the professional practice project? A three-credit hour professional practice experience is a significant project which should require 50-80 hours to complete.
* What is the plan for the professional practice project? A formal plan (see form) needs to be completed once an informal agreement has been reached with the faculty member overseeing the professional practice project and a mentor/professional has been contacted and has indicated a willingness to assist.

The professional practice project should require 50-80 hours of supervised professional experience. A student may enroll for three hours of professional practice project credit (C&I 598) during one semester or it can be divided across consecutive semesters. The distribution of time may vary in accordance to the nature of the assignment but should reflect project continuity as opposed to a series of unrelated work episodes.

The professional practice project is based upon the individual student's specialization and may be in a school system, college, university, governmental agency, business firm, community organization, or other suitable organization. Student responsibilities should reflect the specific focus of the student's professional objectives. The faculty advisor must approve arrangements for the professional practice project experience. In addition, working collaboratively on research projects with faculty members is an appropriate option for a professional practice project experience.

The initial professional practice project proposal request should indicate the form and substance of supervisory service to be provided. Except in unusual circumstances, supervision will be provided by a designated person at the professional practice project placement site and by the faculty advisor or dissertation committee chairperson from the Department of Curriculum and Instruction. The specific personnel and the frequency of supervisory activities will be outlined in the proposal and/or adjusted when the placement is finalized.

The Professional Practice Project Proposal form and the mandatory Professional Practice Health Insurance form are provided below.

Ideally, the student is part of a team with whom he or she can share and discuss emerging ideas. When a doctoral student is the only person working on a project, it is particularly important that the mentor/professional colleague is available to define and clarify the task and provide formative feedback.

The professional practice project may be undertaken concurrently with other employment. However, the professional practice project proposal must contain a description of the employment responsibilities and how these relate to the professional practice project. The professional practice project itself may be paid or unpaid, depending upon the project and the nature of the student's responsibilities.

Current Employment and Professional Practice Project Hours

A student cannot receive professional practice project credit for a job he or she is already doing. The professional practice project experience should be designed to allow the student to develop new skills and expertise. It may be possible, however, to receive professional practice project credit if a student can modify his or her current position so that it includes performing teacher education or development activities that are significantly different from, and are more challenging than, what his or her current job requires. For example, if the doctoral student spoke with his or her current supervisor and the supervisor was willing to allow the student to take on a new and more challenging professional activity as part of his or her current position, the hours spent fulfilling this new role could be used for professional practice project credit. Under these circumstances, a mentor must still be designated. While such an arrangement does have advantages, it is also important to consider the value of working with colleagues, parents and families, organizational structures, and communities away from one’s normal setting. Such experiences provide professional breadth and may enhance the student’s future employment options.

Example Types of Professional Practice Projects

*Curriculum and Instructional Development Professional Practice Projects*

Curriculum and instructional development involves a complex range of decisions and activities related to both what is taught and how it is taught. It includes such tasks as an analysis of needs, designing learning experiences, developing resources, and evaluating outcomes. Some examples of curriculum and instructional development professional practice projects are listed below:

* Working with an educational agency or school on the development, implementation, or evaluation of a curriculum program.
* Developing and implementing a staff training program for an educational agency.
* Evaluating the implementation of a particular curriculum.
* Researching the merits of different course designs.
* Creating or evaluating online courses and resources.
* Developing or assessing the impact of an educational technology integration plan
* Collecting and analyzing data on the impact of a recent curriculum change.
* Assisting teachers in developing classroom activities that integrate technology resources in instruction

*Supervision Professional Practice Projects*

The purpose of a supervision professional practice project is to provide doctoral students opportunities to put theories of supervision into practice. Supervision professional practice projects should be focused on developing skills for promoting and sustaining learning environments conducive to student learning and staff professional growth. Sample ideas are listed below:

* Working with other educational leaders to determine how best to improve the learning environment at your school.
* Working with the mentor teachers to improve teaching.
* Implementing a cognitive coaching program.
* Working with the leaders of a professional organization to help it become more responsive to its members.
* Using focus groups to assess parental expectations of your school.
* Developing and implementing a study to assess whether or not there is any racial disparity in school discipline practices at your site.
* Assist teachers in applying effective methods and strategies for using educational technology in a variety of authentic educational settings.
* Creating and heading an advisory board to address the achievement gap as it relates to diverse populations.
* Working to help develop and implement a school improvement plan.

*Research Professional Practice Projects*

The purpose of a research professional practice project is to provide doctoral students opportunities to put theories, designs, and methods of research into practice. Research professional practice projects should be focused on developing skills for designing research projects, as well as collecting, analyzing, and reporting data regarding education and teacher education issues. Sample ideas are listed below:

* Working with other educational leaders to develop and implement a research design regarding in an educational environment.
* Working with the mentors and agencies to conduct a research project.
* Implementing a data collection protocol
* Completing IRB proposal
* Completing statistical analysis of quantitative data
* Completing qualitative analysis of observational, videotaped, or interview data
* Preparing data for reports
* Preparing data for presentations at professional meetings
* Developing and implementing a study plan

Professional Practice Project Report

A detailed written summary of professional practice project activities is to be prepared by the student following the completion of the project and submitted to the faculty supervisor. The report should:

1. Describe the scope and content of the professional practice project.
2. Describe the degree to which the planned goals/outcomes for the professional practice project experience were accomplished.
3. Analyze how the professional practice project has extended skills and/or knowledge related to program standards.
4. Describe and analyze the challenges in meeting the professional practice project planned goals/outcomes and timeline.
5. Describe the process and results of the supervision of professional practice experience.

**Professional Practice Project Proposal Form**

**C&I 598 – Professional Practice**

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_UID\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Proposed Dates for Professional Practice Project\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professional Practice Project Site\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professional Practice Project Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professional Practice Project Mentor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisor/Dissertation Committee Chairperson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professional Practice Health Insurance Form is on file and attached: Yes\_\_\_\_\_\_No \_\_\_\_\_\_\_

Please address (on a separate page) the following items:

1. Describe the goals/planned outcomes for the professional practice project experience
2. Describe how these goals relate to program standards
3. Describe proposed professional practice project activities
4. Provide a calendar/timeline of activities for the professional practice project
5. Provide a statement from your advisor/dissertation committee chairperson regarding the plans for supervision
6. Describe whether this is a paying or non-paying professional practice project.

Student signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisor/dissertation chairperson signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Coordinator approval \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_

**PROFESSIONAL PRACTICE**

**HEALTH INSURANCE CERTIFICATION**

One of the requirements for participation in Professional Practice (cooperative Education/Professional practice projects) is that each student has adequate health/accident insurance coverage in force during the entire period of participation. Coverage must be either privately procured or obtained through the University's Student Insurance plan.

Medical or dental expenses incurred while participating in the Professional Practice program are not the responsibility of Illinois State University, the Board of Trustees, or their agents or employees.

Student Insurance is automatically assessed with registration of 9 or more credit hours by the 15th calendar day fall/spring (8th day summer).

If you are registered for fewer hours, or not registered for sufficient hours by the deadline, you can apply to purchase Student Insurance through i-Campus portal by the 15th calendar day fall/spring (8th day summer). Students are eligible to purchase insurance on an optional basis no more than 4 terms.

*If you are assessed an insurance fee and don’t want the ISU Policy, you need to complete a request to cancel and submit evidence of other insurance, in room 230 SSB or phone 438-2515 to accomplish this by mail. Cancellation requests must be approved before the 15th calendar day fall/spring; 8th day summer.*

If you will not have ISU's insurance, you should review your other policy's coverage to determine its adequacy. In this case, a copy of an insurance card or other verification of insurance coverage MUST be attached to this form demonstrating your coverage throughout the term of your professional practice.

**Please select from the following statements, sign, and submit this form to your professional practice coordinator before the 15th calendar day fall/spring (8th day summer).**

I will be covered for the entire period of my participation by ISU student insurance because I have:

\_\_\_\_\_ (1) enrolled for sufficient credit hours to be assessed the student health insurance fee, or

\_\_\_\_\_ (2) purchased Student Insurance by applying through the i-Campus portal by the 15th calendar day

fall/spring (8th day summer). The charge will be posted to your Student Account.

\_\_\_\_\_\_I am not covered by ISU student insurance and have attached verification of my privately secured

policy applicable to my entire professional practice experience.

\_\_\_\_\_I have both ISU's student group plan and another policy for maximum protection.

**Your signature attests to your understanding of these terms and provisions. If you do not understand any of this content or have any questions as to how these terms apply to you please contact your coordinator.**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Term Coverage Begins Coverage Ends Cost

Fall 10 8-16-10 1-09-11 $170

Spring 11 1-06-11 5-08-11 $170

Summer 11 5-09-11 8-21-11 $126

If your Practice begins before (or lasts beyond) these dates you need coverage for the previous (or following) term.

**Note: This signed certification should be retained by the Professional Practice Coordinator for 1 year**.

Doc: professional practice March 10.

#### *Comprehensive Examination*

The comprehensive doctoral examination is commonly taken after the student has completed all course work on the Plan of Study. The examination is one of the means by which students demonstrate that they are prepared for candidacy for the degree. The examination is given once during each semester and summer session. Students must submit to the Faculty Advisor and Program Coordinator a request to write the examination at least two months prior to the test dates. The Doctoral Program Coordinator will sign off before exam dates are set.

Comprehensive exam questions will be developed for each student that relate to problems they can reasonably expect to encounter in their current and future professional work. These questions are written in a case-study/simulation, problem-based style. One question includes content from the program core, and research courses; a second question is related to the area of concentration.

Students complete these questions on their own time, using any resources available to them. Students have two working weeks and the intervening weekend (12 days) to complete their work on the questions. Responses are to be no more than 20 double-spaced pages for each question.

Core course instructors and faculty with expertise in the area of concentration prepare questions.

Scoring

Responses to questions in both formats are read and scored by faculty who write the questions and by at least one other member of the Curriculum and Instruction Graduate Faculty. Responses are scored as follows: Fail=1; Insufficient=2; Pass=3; High Pass=4. A student passes the examination, if the average score of all readers is 3 or better. Comments by faculty on the responses are made available to the student.

Re-examination

Students who do not pass some part of the examination may retake that part during the next examination period. Students who receive an insufficient mark may retake that part before the next examination period with consent of the Doctoral Program Coordinator and the faculty members who wrote and assessed the question and student response. In accordance with Graduate School policy, the examination cannot be taken more than three times

#### *Scholarly Development Requirement (in lieu of Residency Requirement)*

A doctoral student is expected to work with one or more faculty scholar-mentors to demonstrate scholarly development as a joint or single author. This demonstration is to be completed after 18 hours of course work and prior to undertaking the Comprehensive Examination. The demonstration of scholarly development may take the form of, but is not limited to, one of the following: prepare and submit a manuscript for publication; prepare and deliver a conference paper or presentation/prepare and submit a grant proposal for funding. Such scholarly work should be directed to at least a statewide audience. A Scholarly Development Requirement form must be submitted to the Doctoral Program Coordinator when this requirement has been met. This form is located in appendix and can be also be acquired from the Doctoral Program Administrative Assistant.

*Dissertation (C&I 599, 15 semester hours)*

Introduction

A student is expected to complete a dissertation in his/her area of specialization as a means of integrating theoretical and practical concerns. The dissertation for the Ed.D in C&I involves the application of existing knowledge or the results of individual research to an education problem or situation (see details below).

During the dissertation, candidates systematically examine trends, issues, theories, and/or policies that have or will impact teacher education. Candidates engage in written and verbal interaction to expand the knowledge based related to teacher education and/or curriculum and instruction. This interaction includes: critically interpreting scholarly works; designing research methodology and collecting data; analyzing and synthesizing research; and understanding research integrity and responsibility. Specifically, the performance elements for this learning experience are:

* Candidate systematically examines trends, issues, theories, and/or policies that have or will impact teacher education. (Doctoral Standard 1.1)
* Candidate engages in written and verbal interaction to expand the knowledge based related to teacher education and/or curriculum and instruction. (Doctoral Standard 1.2)
* Candidate critically interprets scholarly works. (Doctoral Standard 1.3)
* Candidate designs research methodology. (Doctoral Standard 1.4)
* Candidate demonstrates understanding and practices research integrity and responsibility. (Doctoral Standard 1.5)
* Candidate analyzes and manipulates data and synthesizes research findings. (Doctoral Standard 1.6)

Each student will complete a dissertation that demonstrates their proficiency in the integration of theoretical and practical concerns. A dissertation for the Ed.D in Curriculum and Instruction will involve the collection and analysis of data regarding an educational problem or issue. It is to be an original contribution to the improvement of educational practice. Dissertation topics that clearly fall outside the student’s area of concentration will not be approved.

Dissertation Committee

The committee for the dissertation consists of a minimum of three members, including the chairperson, from within the Department of Curriculum and Instruction. Other external or internal members may also serve, especially those with expertise in the candidate's subject matter specialization. These additional committee members may be from other departments in the university, other universities, or from private or public agencies and organizations. They must possess an earned doctorate or other appropriate terminal degree. A dissertation committee seldom exceeds five members.

The student contacts a member of the graduate faculty in the Department of Curriculum and Instruction and asks that person to serve as chairperson of the dissertation committee. If the faculty member agrees to chair the dissertation committee, the chairperson and candidate agree upon other committee members. Candidates who are uncertain about which faculty members are eligible to serve as dissertation chairpersons or committee members should contact their Faculty Advisor for assistance. The Faculty Advisor is not necessarily the chair of the dissertation committee.

Dissertation Proposal

The student works closely with the dissertation committee chairperson and with committee members to prepare a dissertation proposal. The form of the proposal will vary depending upon the nature of the research study undertaken and the methodology employed; the department does not use a standard form. Once the proposal is completed, it is submitted to the dissertation committee for formal approval at an oral hearing. The dissertation committee chairperson leads this hearing. The committee approves the title, scope, and design of the dissertation, though modifications can subsequently be made, if the committee concurs. Many times candidates prepare a presentation that illustrates the connections between the research literature, their problem and research questions, and the methods to collect and analyze data.

A dissertation approval form required by the Graduate School is available from the Graduate Program Assistant. The dissertation proposal must be approved, an IRB number assigned, and then the form is filed with the Graduate School. This should process should take place no later than the early part of the semester or term in which the candidate expects to graduate, in accordance with the published Graduate school deadlines. The approval form is also online at <http://www.grad.ilstu.edu/downloads/proposalapproval2.pdf>.

Approval for Research Involving Human Subjects

All proposed research, including dissertations, which involve the use of human subjects must be reviewed and approved by the Institutional Review Board (IRB) to determine if it meets federal and university standards for research with human subjects. The forms are available online at <http://www.rsp.ilstu.edu/forms/index.shtml#irb>. Research with human subjects includes interaction with human subjects for the purposes of research and data collection **and/or** the collection or mining of private, identifiable human subject data. Students at this point in the dissertation process should be mindful of the following:

* Participants cannot be recruited or any data collected until an official approval letter for the research protocol is received from the IRB.
* The IRB should be prepared in consultation with their dissertation chair along with the dissertation proposal process.
* If the IRB approval is received too early in the dissertation proposal process, the student will be responsible for submitting any “requests for modifications” to the IRB resulting from the proposal hearing process and waiting until those are approved to commence research. However, the IRB approval number will be needed when the proposal is officially submitted to the Graduate School.
* The dissertation chair must serve as the lead principal investigator (PI) on the protocol and the student as the Co-PI, according to university policy.
* Students with access to data due to their employment position must receive permission from their employer to access any data for research purposes.
* Once the IRB proposal is completed and signed by the faculty chair, it should be submitted to the Curriculum and Instruction IRB office. The protocol will then be forwarded by office staff to a department reviewer and then on to the IRB. The lead PI will be notified by email when approval has been granted and research can begin.

Dissertation Credit

Fifteen (15) semester hours of dissertation research are required for the Ed.D degree in the C&I department. After passing the Comprehensive Examination, a student may register for C&I 599: Dissertation Research, while preparing the dissertation proposal and while undertaking the research. Students must be registered during the semester or term in which services of academic staff or University facilities are used. In addition, students registered for dissertation credit must be working on their research under the direction of the dissertation chairperson. Students should consult with their dissertation chairperson and Program Coordinator before their initial registration for C&I 599.

Students should consult the Graduate Catalog for further University requirements on continuous registration during and after obtaining the required 15 semester hours of dissertation credit. For each semester, a student must contact their dissertation committee chairperson and consult with them as to the appropriate number of C&I 599 credits for registration. They must complete the Dissertation Credit Registration Form that is presented below.

If a student has already taken 15 hours of C&I 599, has not yet defended their dissertation, and does not need health insurance through the university, this student should register for one hour every semester of C&I 599.01 instead of C&I 599, thus incurring only tuition costs and no fees. They must also have the prior approval by the Program Coordinator, who notifies the Doctoral Program Administrative Assistant, who then initiates the registration through the graduate school. Students themselves cannot register for C&I 599.01. This is an audit course so health insurance through the university is not available. Students who are international and/or graduate assistants may not take C&I 599.01.

Candidates planning on registering for dissertation credit must complete a Dissertation Credit Registration form presented below. This form is to be completed with the advice and consent of the candidate’s dissertation committee chairperson and the Program Coordinator. This form includes cumulative information about what has been accomplished from previous dissertation credit enrollment and what are the planned outcomes from the upcoming dissertation work. Candidates should be aware that their advisors, dissertation committee chairpersons, and the Program Coordinator will not support registering for dissertation credits just to meet the candidates’ needs to maintain a graduate assistant positions, health insurance, or financial aid status. There must be an alignment between credit hour registration and research production. See Dissertation Credit Registration Form presented below.

Dissertation Style

Dissertations in the Department of Curriculum and Instruction follow the dissertation style as found in the *Guide for Writers of Doctoral Dissertations* published by the Graduate School and the latest edition of the American Psychological Association (APA) style manual (sixth edition for all dissertations beginning fall 2010). In the case of differences between the two, the Graduate School guide is followed. The dissertation examiner in the Graduate School is available for consultation on questions of dissertation form and style.

#### Final Oral Examination and Dissertation Defense

The Department of Curriculum and Instruction combines the defense of the dissertation with the final oral examination for the degree. The dissertation is defended according to the following procedure:

* The dissertation is reviewed and tentatively accepted by the dissertation examiner in the Graduate School before the distribution of the final examination copies.
* The dissertation chairperson notifies the Graduate School of the date, time, location, and title of the dissertation two weeks before the dissertation defense. The defense must take place before the deadline established by the Graduate School for a given semester or term to qualify for graduation in that semester or term. The Graduate School notifies the University community of the dissertation defense.
* The student files two unbound examination copies of the dissertation in the departmental office at least seven days before the defense. A notice is posted in the departmental office that the copies are available and of the date, time, and location of the dissertation defense.
* The dissertation defense is conducted by the dissertation committee. University faculty members and other visitors may attend the dissertation defense. Subject to reasonable expectation by the dissertation chairperson, faculty members may participate in questioning and discussion relevant to the topic of the dissertation. During the defense, professional courtesy toward the student and faculty colleagues is expected at all times.
* When the dissertation committee chairperson is satisfied that there has been sufficient time for questions and discussion, the student and visitors are asked to leave the room. The committee then arrives at a decision on accepting the dissertation. According to University regulations, Graduate School representatives and graduate faculty in the department may be present during the deliberations, but only committee members vote. The dissertation may be accepted as is, or pending minor changes.

Dissertation Deposit

The student deposits copies (2) of the accepted dissertation, with any changes as necessary, with the Graduate School. Consult the Graduate School for specific information on procedures and deadlines related to depositing the dissertation.

**Dissertation Credit Registration Form**

Candidates should submit this form completed to their dissertation committee chairperson and then to the Ed.D Program Coordinator for review and signature prior to the beginning of the semester for which credit is desired.

Candidate’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Applying for dissertation credit hours for semester/year (circle the appropriate response)

FALL SPRING SUMMER 20\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| 1. Date of successful completion of Comprehensive Exam \* |  |
| 2. Date of Dissertation Proposal Hearing \* |  |
| 3. Date of Dissertation Proposal Approval \* |  |
| 4. Proposed number of dissertation credit hours (C&I 599 for upcoming semester), or go to #6 |  |
| 5. Cumulative number of dissertation credit hours (C&I 599) previously completed |  |
| 6. Proposed number of dissertation credit hours – audit (C&I 599.01) See Graduate Catalog for description of 599.01 – Dissertation Audit. |  |
| 7. Cumulative number of dissertation credit hours - audit (C&I 599.01) previously completed |  |

Brief statement of progress toward completion:

Brief statement of intended outcomes from this dissertation research:

Candidate’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

Dissertation Chairperson’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

Coordinator’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

\*Items 1-3 above are verified by the Ed.D Program Coordinator

*Course Work Policies*

Courses Taken as a Student-at-Large or as a Part of another Doctoral Degree Program

Courses taken while the student was enrolled in another doctoral degree program or as a student at large at Illinois State may be included in the Plan of Study. However, it should be understood that in accordance with Graduate School policy, the Department of Curriculum and Instruction is under no obligation to accept these courses as part of a Plan of Study.

Courses from Other Universities

Credit for courses taken at other universities may be included in a student's Plan of Study. These courses may have been taken before admission to the program or they may be planned as part of the degree program itself. In the Department of Curriculum and Instruction, the following restrictions apply:

* the course has not been included as part of another degree earned by the student
* the course credit was earned at an accredited college or university
* the course was completed within six years of the official date of admission to the Ed.D Program
* a grade of "B" or better was received in the course
* the course met for at least 37 1/2 hours of direct instruction
* a catalog description and course syllabus is available for inspection
* the course is acceptable in a graduate degree offered by the college of the university where the course was taken

300 Level Courses

At Illinois State University, courses at the 300 level can be taken for graduate credit. Such courses may be included in the doctoral Plan of Study, but only if:

* the content is integral to the student's professional plans
* no 400 or 500 level graduate course with that content is offered at Illinois State
* the course instructor agrees to require and supervise additional work beyond that required of master's degree students

Professional Development Workshops

Workshops, short courses, and other "professional development" experiences, regardless of whether they generate graduate credit, are not accepted as part of the Plan of Study for the Ed.D. in Curriculum and Instruction.

#### Time Limit for the Degree

All requirements for the degree must be completed within 8 calendar years. The Graduate School interprets the start date to be the semester in which the student is admitted into the program.

## Financial Aid

## *Graduate Assistantships*

Full-time graduate students may apply for graduate assistantships in the Department of Curriculum and Instruction. To be considered for an assistantship, a student must be admitted to a graduate program in the department and have skills that match a departmental need. Generally, graduate assistantships are for the academic year (fall and spring semesters). A student in the C&I Department may hold a graduate assistantship in another department or office of the University. A graduate assistantship application may be obtained from Human Resources office at: <https://www.jobs.ilstu.edu/applicants/jsp/shared/frameset/Frameset.jsp?time=1263836811230>.

*Tuition Waivers*

In August, December, and March, all active C&I graduate students in the three programs (Ed.D, MS in Reading, and MS in Curriculum and Instruction) will be sent an email message with a C&I Graduate Tuition Waiver application and a Selective Service Reporting form attached. This email message describes the qualifications and selection process for selecting C&I Graduate Tuition Waiver Awards.

All applicants for tuition waivers will be informed that their tuition and fees bills are their responsibility and that tuition waiver awards will not substitute for their timely payment of their account balances. The organizing, tabulating, and processing of tuition waiver applications and awards takes significant time; up to ten weeks of any given semester. With this timeline, students will likely see a credit posted to their student account during the final four weeks of the semester.

Applications will be due by the end of the second week of classes for the fall and spring semesters, and by the end of the first week of April for summer semester. By the end of the fourth week of the semester, all applications will be reviewed. By the end of the fifth week of the fall and spring semesters, and by the end of April for summer session, tuition waiver applicants will be sent an email message acknowledging their submission.

By the eighth week of the fall and spring semesters, and the end of April, for summer semester, all tuition waiver applications will be reviewed and awardees recommended by the program committees. Students registered for three (3) credit hours of graduate coursework may receive a tuition waiver for up to two (2) credit hours. Students registered for six (6) credit hours of graduate coursework may receive a tuition waiver for up to four (4) credit hours, and students who are registered for nine (9) credit hours of graduate coursework may receive a tuition waiver for up to six (6) credit hours. A student may be selected to receive tuition waivers for up to a maximum of twenty (20) credit hours in a Masters Degree program and fifty (50) credit hours for the doctoral program. The recommendations from the committees will be sent to the department chairperson for final approval. Once signed documents from the department chairperson are finalized, the Tuition Waiver Award Reporting form will be sent to Financial Aid office.

If after reviewing applications and all available resources during fall and spring semesters, the department chair, with the consultation of the program coordinators, may allocate tuition waiver scholarships for spring and summer beyond the limits presented above. This ‘just-in-time’ approach will be used to maximize student benefits and fully utilize resources. In addition, special circumstances may limit or increase Tuition Waiver Awards. Further, graduate students that provide special service (e.g. being a member of standing or ad hoc committees, helping search committees, being a cooperating teacher or supervisor for ISU student teachers or clinical field experience students) to the department will receive special consideration in the Tuition Waiver Award decisions.

By the twelfth week of the semester, all applicants will be sent an email and a hard copy letter confirming their application was reviewed, and accepted or rejected. See chart below for timelines for processing Tuition Waiver applications.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Semester** | **Date to Promote Tuition Waivers (T.W.) Application** | **Submission Due Date for T.W. applications** | **Email Receipt Sent to T.W. Applicants** | **Paperwork Forwarded to Department Chair and Financial Aid** | **Announcement**  **of T.W. Recipient** |
| **Fall** | August 1  k | September 5  (2nd week) | October 12  ( 8thweek) | October 20  (9-10th week) | October 31  (12th week) |
| **Spring** | December 1  ( | January 21  (2nd week) | February 27(7th week) | March 20  10th week) | March 31 (12th week) |
| **Summer** | March 1 | April 5  (15th week of spring semester) | April 30  (last week of April) | April 30 | May 20 (1st week of summer session) |

As each application arrives, the program coordinator will have support staff printout a current ‘screen shot’ from the ISU mainframe computer to illustrate the applicant’s coursework and GPAs.

Each semester, each graduate program committee will review and evaluate all tuition waiver applications. The committees will rank order the applications with recommendations regarding whether the applicant qualifies for a tuition waiver. And, if the applicants are qualified, the committees will recommend tuition waiver award amounts. The ranking and recommendation for tuition waivers for all applicants will then be submitted to the department chairperson for final approval. The selection criteria are:

1. Must be admitted to the program;
2. Must not be on academic probation;
3. Has a clearly expressed rationale for tuition waiver financial support;
4. Has provided special service or volunteer assistance to the Curriculum and Instruction department;
5. Has a cumulative graduate GPA (higher rating for higher GPAs) that warrants selection;
6. Has registered for appropriate course hours that will count toward degree completion for the semester of application;
7. Total Tuition Waiver Awards are less than or equal to twenty (20) semester hours for MS students and fifty (50) semester hours for doctoral students.

See attached Tuition Waiver Selection Criteria Sheet and Tuition Waiver Check Waiver

**C&I Tuition Waiver Award Evaluation Criteria Sheet**

**Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Rating/Selection** | **Selection Criteria** | **Comments** |
| **Yes / No** | Must be Admitted to the program |  |
| **Yes / No** | Must not be on academic probation |  |
| **Yes / No** | The coursework under consideration for waiver is not offered as contract or flex courses this semester |  |
| **Yes / Somewhat / No** | Has a clearly expressed rationale for tuition waiver financial support |  |
| **Yes / No** | Has provided special service or volunteer assistance to the Curriculum and Instruction department |  |
| **\_\_\_\_\_\_\_CUM GPA**  **\_\_\_\_\_\_/\_\_\_\_\_\_**  **Application GPA Rank** | Has a cumulative graduate GPA (higher rating for higher GPAs) that warrants selection |  |
| **Yes / No** | Has registered for appropriate course hours that will count toward degree completion for the semester of application |  |
|  |  |  |
| **Yes / No**  **Student has less than 20 hours (MS) or less than 50 hours (Ed.D)** | Total Tuition Waiver Awards are less than or equal to twenty (20) credit hours for MS students and fifty(50) credit hours for doctoral students |  |

**Tuition Waiver Award Checklist**

Academic Year 20\_\_\_ ‐ 20\_\_\_\_

This checklist must be completed for every student receiving a Tuition Waiver and the completed checklist must be kept on file in the awarding department with the appropriate documentation attached to the checklist

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Date & Initials of Personnel Reviewing / Completing Form Indicate Documentation is Attached** | **UID:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Acceptable Documentation** |
|  | 1. Check of Student's Transcript ‐ Verify items such as GPA, ACT, enrollment, major, residency, etc. | Use of mainframe screens, i.e. SDCD,SDAV, SDCR, etc. |
|  | 2. Application for the Waiver | Paper or online application developed by the Awarding Department |
|  | 3. Eligibility Criteria ‐ Minimum criteria for being considered for the waiver | Use of mainframe screens, i.e. SDCD, SDAV, SDCR, etc. (if applicable) and/or materials submitted with application (thesis, essay, artwork, etc.) |
|  | 4. Selection Criteria ‐ Criteria used to select recipient for the waiver | Notes from Committee meeting, performance evaluation (i.e. indicating you selected the higher GPA student) |
|  | 5. Evaluation ‐ Document recipient was evaluated against the eligibility & selection criteria | Documentation that supports #3 & 4; (i.e. an Excel document with summary of info, performance evaluation form, etc) |
|  | 6. Recommendation ‐ showing student was recommended | Committee notes, voting record, emails, etc. |
|  | 7. Decision ‐ Who made the final decision to award the waiver to the recipient | Written correspondence, emails, nomination form, etc. |
|  | 8. Contract, if applicable | Copy of contract (when applicable) signed by all parties including the recipient |
|  | 9. Selective Service verification(completed Selective Service registration Compliance form) | Signed form |